

21st century skills for
teacher librarians
an unkeynote
10.12.12

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outline of unkeynote

0 brief introduction of structure, process and norms

1 activity: typewriters and tablets

2 share desired outcomes

3 activity: table(t) talking

4 consider current and possible future states

5, 6, 7 continue conversations

0.1 why unkeynote?

- acknowledgment of uncertainty
- being explicit about outcomes and inputs
- flipping...beyond the classroom
- 'conversation is the new attention'
- ongoing dialogue and participation

0.2 norms/expectations

- be honest about what we are doing and what we are about
- own our beliefs, biases and point of view
- actively participate in the dialogue and the conversation

0.3 tools we will use

- physical conversation
- backchannel
- Google Docs/Drive
- Wallwisher
- TBA???

0.4 active participation

- be mentally, emotional and physically present
- respond and react using different modes
 - backchannel
 - response du jour
 - face to face
- continue conversation beyond this event

0.5 how do you...

- grok it?
- identify, parse and aggregate the information?
- overcome the fear and uncertainty?
- process and make sense of it all?
- transcend you own biases and learning?

1.0 typewriters / tablets

- outcomes
 - validate history of using technology while pointing out need to continue to innovate
 - make explicit the diversity of technology usage within the teacher librarian cadre
- process
 - get up and move in response to prompts

Have you ever used a
typewriter to create a
letter or paper?

Do you own or have
district-provided tablet
device (iPad or Android)?

Have you ever used a
laserdisc?

Have you used Google Doc/
Drive to create and edit a
document in the last month?

Did you use the Internet
prior to the World Wide
Web (~1994)

Have you used Twitter to
do research or follow
news?

Did you ever use
Dialog to do research?

Do you blog, Tweet or
contribute to a social
network?

1.2 post-process

- share with shoulder partner:
 - what stood out for you?
- share on Wallwisher
 - **wallwisher.com/wall/typewriter**

2.0 desired outcomes

- validate *past* and *recent present* practice of teacher librarians
- hold a mirror up to the *emerging present*
- provoke conversation about how *future* practice must change
- advocate for innovation

3.0 table(t) talk

- outcomes
 - probe areas of change in school library programs and profession
 - hold a mirror up to the *emerging present*
 - provoke conversation about *future* practice
- process
 - physically and digitally reflect and share with peers

3.0.1 table(t) talk

- how this will work
 - take short Google Drive survey
 - **tinyurl.com/wlmakeynote**
 - review and reflect on each question
 - discuss and respond to inquiries

3.1 print non-fiction

compared to 2010-11, in 2011-12 I purchased for my library...

- more print non-fiction
- about the same amount of print non-fiction
- less print non-fiction
- almost no print non-fiction
- no print non-fiction at all

3.1.1 print non-fiction

- Table: 60 second whip
 - Why I buy/don't buy print non-fiction
- Tablet: Poll Everywhere - Multiple Choice
 - How many students use print non-fiction in your library?

3.2 notetaking

in my teaching, I use the following tools - click all that apply

- I don't regularly teach notetaking to students
- note cards
- written (pen/paper) Cornell Notes
- Google Docs/Drive
- Diigo, Reddit or other online notetaking tool
- Noterize or other notetaking app

3.2.1 notetaking

- Table: Affirmative inquiry
 - If all students had a laptop or tablet, how could / would notetaking change for the better?
- Tablet: Poll Everywhere - Short Response
 - What are two words that describe notetaking now?

3.3 ebooks

in my own library collection, I have the following ebooks

- I don't have or use any ebooks
- I provide access to external library ebook collections
- reference or non-circulating non-fiction titles
- circulating non-fiction titles
- circulating fiction titles
- I support a Nook, Kindle or other system
- I circulate ereaders

3.3.1 ebooks

- Table: Crumple and Toss
 - Get a piece of paper
 - On the piece of paper, write one reason that you resist or struggle with ebooks
- Tablet: Poll Everywhere - Short Answer
 - Where would you start or build your ebook collection?

4.0 consider now / next

- outcomes
 - consider possible 21st century skills for teacher librarians
 - reflect and react to these skills
- process
 - post or Tweet as desired

4.1 unflinchingly digital

- *being an unapologetic, informed consumer, promoter and producer of technology, digital content and digital citizenship*
- *seeing digital as the fruits, vegetables and whole grains of the library diet*

4.1.1 indicators

- principal asks you for recommendations about technology purchases for the school
- students and teachers come to you to know how to use a digital tool you only learned last month
- the counter on your website is spinning
- teachers ask for passwords

4.2 socially adept

- *understanding and working effectively in variety of work groups including teachers, professional learning communities, district teams and external groups*
- *having, using and leveraging professional and personal relationships to strengthen your practice, program and profession*
- *being widely viewed by students, teachers, administrators and others as positive, effective, liked, needed and useful*

4.2.1 indicators

- the library is full of students even if they're not required to be there
- teachers seek you before you seek them
- you are an active part of building, state and other groups, teams and circles
- you go to happy hours

4.3 professionally adaptive

- *highly reflective of self and profession*
- *willing and able to learn new ideas, techniques and strategies without external direction*
- *perception of self as innovative, creative and inventive*

4.3.1 indicators

- instruction and program changes not just year to year, but lesson to lesson
- you are challenged, not overwhelmed by change, innovation and new products, tools and techniques
- you consult with or go to other people for help to learn new things

4.4 instructionally active

- *defining yourself first by your role as teacher and second by your role as librarian, not only in philosophy but in action*
- *use of effective instructional strategies, educational technology and best practices*
- *providing leadership beyond the classroom, including topics considered outside the library program and curriculum*

4.4.1 indicators

- teaching more than librarying
- far more busy teaching than doing anything else
- rich role as a collaborator and coach with teachers
- active in school and district work and conversations about teaching and student learning

4.5 process

- Table: share with a partner
 - which of the four skills do you **least** agree with? why?
- Tablet: Wallwisher
 - add one skill that isn't on the list
 - wallwisher.com/wall/igotskills

4.5 I wonder if...

- Due to internal and external forces beyond our control, libraries and teacher librarians may be facing extinction.
- The words 'library' and 'librarian' may be a problem.

4.5 I firmly believe

- this is not about saving jobs or a profession. This is about being effective teachers and leaders of schools and districts...not just libraries.
- digital is the new print.
- technology is no longer imminent, it is immanent.
- it's not this or that, it's this and that.
- you are either the solution or the problem

5... cont. conversations

Thank you

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